**Robust Teaching/Learning Cycle**

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**BEFORE INSTRUCTION**

Clarify Learning Targets and Plan

**What does each student need to learn and why?**

**Practice:** Teachers clarify standards-based learning targets, define mastery and deliberately plan for effective assessment and instruction. **Teacher Quality Standards: I, III**

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| **Cycle Component** | **Correlation to Teacher Quality Standards** |
| **Define Mastery & Hold Expectations High**    Prior to designing instructional experiences, teachers should have a clear understanding of what students need to know, understanding and be able to do, and what this looks like when mastery is reached. High expectations should be maintained for all students.    Collaboration with other educators further deepens understanding when vertical and interdisciplinary grade level expectations are discussed. | * Uses the Colorado Academic Standards, the district’s plan of instruction, and individual student needs as the foundation for lesson plans. (I.a) * Collaborates with other school staff to vertically and horizontally articulate and unpack the curriculum (I.a) * Integrates and demonstrates a deep understanding of the literacy to support disciplinary access to content (I.b) * Incorporate interdisciplinary connections to math (I.c) * Establish high expectations for all students (III.e) |
| **Develop Assessment Tasks**    Prior to designing instructional experiences, teachers should identify how students will demonstrate their mastery of understanding and application of skill in a variety of authentic and reliable situations.    A variety of formal and informal methods should be used to collect evidence of student learning aligned with the standards-based learning target. These methods should be planned in advance so that data collected during instruction can inform instructional adjustments. | * Assures that required skills are taught and assessed by making connections among learning targets and assessment methods and strategies (III.b) * Develops checks for student understanding (III.c) * Teachers use appropriate methods to assess what each student has learned and uses the results to further instruction (III.h) * Requires students to complete assessment tasks similar to those on state and national assessments (III.h) * Uses a variety of assessment methods (formative assessment data, work samples, and quantitative performance data) (III.h) |
| **Design Standards-Based Units and Lessons**    Using backwards design principles, teachers should create standards-based units and lessons to frame student inquiry into the content.    Essential and guiding questions should be used to engage students to explore new learning and foster connections what has been and what will be learned.    Teachers use their knowledge of their students to ensure that the planned instructional experiences support the diversity in the classroom, foster passion-driven learning and opportunities for personalization. | * The teacher aligns instruction with district plan for instruction, Colorado Academic Standards, student needs, and collaborates with staff to vertically and horizontally (I.a) * Integrates literacy skills and knowledge into lessons and assignments across subjects areas (I.b) * Uses Instructional materials that are accurate and appropriate for the lesson taught (I.d) * Uses a variety of inquiry methods to explore new ideas (I.d) * Incorporates postsecondary and workforce readiness skills (I.d) * Designs lessons to assure that learning targets are addressed in ways that are meaningful for diverse learners (I.f) |
| **Communicate Clear Learning Targets**    In order to maximize student learning, students should fully comprehend what they need to know, understand and be able to do to perform at mastery levels.    Teachers should use a variety of strategies to clearly inform students of the intended learning targets. Teachers should ensure that students articulate their learning expectations and what mastery looks like in order to empower students to take charge of their own learning. | * Carefully and clearly builds interdisciplinary connections for students (I.e) * Helps students set their own learning targets based on self-monitoring activities (I.e) * Makes connections between prior knowledge and current lesson (I.e) * Motivates students to make connections to prior learning (I.f) * Clearly communicates high expectations for all students (III.e) |